



ENGLISH DEPARTMENT LEARNING OUTCOMES COMMON CORE ALIGNED

Expected Learning Results: English 9

With regard to GRAMMAR & WRITING, the department expects that students exiting English 9 will be able to...

- identify, define, and use correctly the eight parts of speech.
- exercise some meaningful sentence variety in their writing.
- identify and be able to use correctly free modifiers, subordinate clauses, and independent clauses.
- identify and correct run-ons, fragments, agreement problems, and dangling modifiers in their writing.
- define the distinctions among and write in the four basic essay genres: narrative, descriptive, expository, and argumentative.
- identify and define the difference between textual evidence and textual analysis in published essays, classmates' essays, and their own essays.
- recognize, define, and compose a clear thesis statement.
- write sound analysis of appropriate examples in their essays.
- write text-specific analysis in their essays on literature.
- define and avoid in their own and classmates' writing faulty analysis.
- incorporate correctly structured parenthetical citations from primary sources into their essays on literature.
- smoothly introduce and correctly set up textual citations into their essays on literature or any essay involving direct quotations.
- cite sources in the appropriate form when quoting from poetry, short stories, plays, and novels in an essay on literature.
- define plagiarism and exercise academic integrity throughout the composition process and in all writing tasks.
- practice strategies in research (i.e. Interviews, hands-on field work/observation, database electronic resources)



With regard to READING, the department expects that students exiting English 9 will be able to...

- read aloud with appropriate intonation and expression.
- read for literal meaning and demonstrate comprehension of a given text.
- read critically for inferential meaning with a demonstrated understanding of figurative language, symbolism, implied themes, point of view, and imagery.
- infer meaning of a new vocabulary from context clues in a given text.
- recognize, identify, and define the stages in plot structure within a given text of fiction.
- analyze character, setting, point of view, and theme in a piece of fiction.
- read closely and analytically in the four major literary genres.

With regard to SPEAKING, the department expects that students exiting English 9 will be able to...

- speak in formal and informal settings (from organized oral reports to participation in class discussion), both individually and in small groups.
- speak with a clear sense of audience, appropriate tone, and proper diction in all oral contributions to class.

With regard to LISTENING, the department expects that students exiting English 9 will be able to...

- exercise courtesy to every speaker.
- pick out the main ideas from a speech.
- respond with appropriate content to a speaker.
- take accurate notes on an oral presentation.



Expected Learning Results: English 9

With regard to GRAMMAR & WRITING, the department expects that students exiting English 10 will be able to...

- independently organize a multi-paragraph essay that is appropriate to the writing task, demonstrating an understanding of the subordinate structure paragraph.
- correctly cite primary and secondary sources in text.
- define and avoid plagiarism in all of its various forms.
- write an expository process essay on literature, from effective prewriting to final proofreading.
- write an effective and helpful peer response (content-based, open-ended questions) to a classmate's essay draft.
- revise and rewrite a series of drafts toward a final draft.
- write and proofread with a sense of clarity, unity, and specificity.
- write sentences in parallel structure when necessary or appropriate.
- combine sentences with appropriate subordination and coordination of ideas.
- write with sentence variety, using free modifiers (participial phrases, appositives, adjective phrases, absolutes).
- write analytically on each of the four major literary genres (either process essays or in-class timed writes).
- write with a sense of appropriate voice and tone for informal and formal writing tasks.
- write an explicit thesis that states a clearly defined claim (and is not by instruction the "3 point" thesis).
- refine strategies in independent research (i.e. know how and where to start, how to use library resources, etc.).



With regard to READING, the department expects that students exiting English 10 will be able to...

- read closely, analytically, and inferentially in each of the 4 major literary genres.
- draw common connections—thematic, stylistic—among works of literature, across genres and media, and to real life issues.
- define and read for connotative and denotative meanings of words, passages, whole texts.
- read with an understanding of diction and its nuances.
- identify voice, tone, mood, and attitude within a text.
- define and apply literary terminology appropriately.
- identify main ideas within a literary work.
- identify and clarify the difference between valid opinion and guesswork, and between personal opinion and author’s intent.
- identify the relationship between and among textual evidence, textual analysis, and valid conclusions.

With regard to SPEAKING, the department expects that students exiting English 10 will be able to...

- prepare and deliver formal and informal speeches.
- speak in appropriate standard English when contributing to class discussion.
- speak extemporaneously with a sense of appropriate tone and diction in small groups and to whole class.

With regard to LISTENING, the department expects that students exiting English 10 will be able to...

- effectively evaluate and appropriately respond to another’s speech.
- recognize main ideas in any form of oral presentation.
- track, recollect, and build upon another’s oral contribution.
- take competent notes on another’s speech.



Measures for Learning: English 11

With regard to GRAMMAR & WRITING, students exiting English 11 will be able to...

- avoid – or identify and correct – gross errors in usage, mechanics, and grammar in their own writing
- learn and deliberately implement into their writing stylistic devices and choices
- explain the rules for and use correctly the semicolon, colon, common uses of the comma, the dash, parentheses, and quotation marks
- conceive and narrow an original topic for an essay on literature; develop their own essay topics after examining pieces of literature
- compose a complete, cohesive, well organized, and well developed in-class essay from a “cold question”
- write a concluding paragraph that does not simply restate or reword the introduction or main ideas of the body paragraphs but draws a logical conclusion from the evidence and analysis presented throughout the essay relating to the text
- write insightful, non-repetitive, and well-developed analysis
- weave textual references into analytical claims in complex sentence structures
- write with appropriate rhetorical devices, such as cumulative, balanced, and periodic sentences; purposeful tone; asides
- peer respond to the content and expression of a classmate’s draft



With regard to READING, students exiting English 11 will be able to...

- annotate a text for meaning and understanding
- sustain independent close reading (homework assignments as well as in-class reading) with close attention to detail, author's intent, literary and rhetorical devices
- read for universal themes and ideas and connect those ideas to other works of literature and to real life
- recognize and discuss the humanizing qualities and universal themes within literature
- maintain an analytical reader's log (format determined by teacher's purpose)
- read for pleasure; have outside reading opportunities to develop a life long habit of close reading

With regard to SPEAKING, students exiting English 11 will be able to...

- speak with a sense of appropriate tone, diction, and attitude in impromptu situations
- participate in whole-class and small group discussions
- articulate complex ideas clearly and with a sense of their audience

With regard to LISTENING, students exiting English 11 will be able to...

- assimilate and respond thoughtfully to aural media presentations outside of their own personal taste
- respond helpfully and appropriately to classmates' readings, oral presentations, contributions to class discussion, and essays read aloud
- take accurate notes from any form of oral presentation, recognizing main ideas and essential information



Measures for Learning: English 12

With regard to GRAMMAR & WRITING, students exiting English 12 will be able to...

- write informal and formal essays with an accomplished sense of fluency, subordinate structure development, organization, and correctness
- write in a variety of tones appropriate to the task
- conceive and compose original essay questions, including prompt and instruction, for any type of essay: narrative, descriptive, expository, argumentative; personal or academic
- independently pace themselves throughout the process of composing an essay to meet deadlines
- independently conduct formal research (MLA format) using a variety of sources
- compose a correctly formatted Works Cited page (MLA style) for the variety of sources available: print, media, electronic
- convey ideas implicitly as well as explicitly in their writing
- appeal to a variety of audiences, using appropriate rhetorical devices, diction, tone, language
- write well-organized argumentation including a clearly stated and valid assertion, a well-reasoned defense, and a logical conclusion
- write independently with good writing habits in each step of the composition process



With regard to READING, students exiting English 12 will be able to...

- form valid interpretations of symbols, metaphors, themes, author's purpose, tone and its significance, mood and its purpose in a variety of text and genres
- read diverse texts for comprehension of new and unfamiliar ideas and concepts; read to learn
- read and comprehend scholarly literary criticism and academic writing in a variety of disciplines
- critique and evaluate popular, literary, and academic texts
- recognize and interpret the purpose and significance of rhetorical devices in a given text
- make valid and responsible assertions about themes, characters, setting, point of view, and symbolism using textual evidence to defend those assertions
- distinguish between an author's implicit and explicit philosophical claims
- perceive and comprehend the thematic and stylistic connections among various works across time and cultures

With regard to SPEAKING, students exiting English 12 will be able to...

- speak to a variety of audiences using appropriate voice, tone, diction, expression, and demeanor
- speak fluently in a variety of contexts: formal, informal, prepared, impromptu
- incorporate interesting and effective vocabulary, turns of speech, and rhetorical devices into their speech
- deliver individual and group oral presentations clearly and effectively

With regard to LISTENING, students exiting English 12 will be able to...

- recognize strategies used by media to persuade, inform, condemn, recommend, entertain
- identify and follow the line of logic, both implicit and explicit, in spoken media
- critique and evaluate the content (bias, values, quality) of spoken media and speech